



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov **no later than midnight on Wednesday, February 29.**

Publisher Name/Book Title/Grade Level: McGraw-Hill/SRA Imagine It!/Grade 2

Section	Indicator Number	Publisher Comments	Evidence
<i>Example: Professional Development</i>	<i>Example: #4</i>	<i>Example: Info not originally provided to reviewers</i>	<i>Example: Customized options provided as noted in PD brochure attached.</i>
Instructional Design	19	Scaffolding is a prominent part of every section of every lesson. Each lesson provides Monitoring Progress boxes that address the needs of Approaching Level, On Level, and Above Level students at point of use in each lesson. Each lesson also provides scaffolding for English Learners in the form of tips for Differentiating Instruction for English Learners. In addition, Differentiating Instruction for Workshop planners at the beginning of each lesson offer ideas of ways to helps students who are Approaching Level, On Level, Above Level, or English Learners. Finally, separate components help to scaffold each lesson, such as Reteach or Intervention Guide for approaching-level students, Skills Practice Books for on-level students, Challenge for above-level students, and the English Learner Support Guide for English Learners.	Monitor Progress boxes—TE Unit 1 Lesson 2, pages T115, T123, T143, T149, T161, T174 Tips for Differentiating Instruction for English Learners—TE Unit 1 Lesson 2 pages T118, T119, T121, T122, T126, T127, R129, T131, T136, T137, T139, T142, T144, T149, T157, T158, T159, T162, T163, T164, T165, T167, T170, T172, T176 Differentiating Instruction for Workshop planners—TE Unit 1 Lesson 2 pages T104-T108 Online Access Card—Access Unit 2, Lesson 2, Day 3 for access to the following components: Reteach—pages 39-45 Intervention Guide—pages 115-131 Skills Practice Books—pages 99-100, 103-105, 107-108 Challenge—pages 35-40 English Learner Support Guide—pages 81-91



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Instructional Design	20	<p><i>SRA Imagine It!</i> has a strong focus on Differentiating Instruction and provides resources to reach and engage every learner at every level. Each lesson provides specific scaffolding support for students approaching, at, and above level, as well as English Learners. In addition to Differentiating Instruction for Workshop planners, Reteach, Challenge, Intervention, and English Learner Support, <i>SRA Imagine It!</i> also offers Leveled Readers, Leveled Readers for Science, and Leveled Readers for Social Studies. The Leveled Readers consist of fiction and nonfiction reading selections that enhance fluency, vocabulary, and comprehension. The Readers are categorized into four levels to provide the appropriate challenge for each student.</p>	<p>Differentiating Instruction for Workshop planners—TE Unit 1 Lesson 2 pages T104-T108</p> <p>Online Access Card—Access Unit 4, Lesson 3, Day 2 for access to the following components:</p> <p>Reteach—pages 106-110</p> <p>Challenge—pages 96-100</p> <p>Intervention Guide—pages 321-338</p> <p>English Learner Support Guide—pages 223-224</p> <p>Leveled Readers—Desert Animals; Animals that Pretend; Arctic Animals; Creatures that Change Color; Great Pretenders; Hide and Seek in the Sea; Hiding and Hunting in the Rain Forest; Hiding in the Sea; Ladybug, Ladybug; Ladybug’s Spots; The Wild Woods; We Lost Leo the Lizard</p> <p>Leveled Readers for Science—A Visitor in Cassie’s Yard, Cassie’s Butterfly Diary, Earth’s Deserts, Life in the Ocean, Living in a Desert Habitat, Sharing Energy for Life, The Arctic Habitat, The Pumpkin Contest</p>
Instructional Design	24	<p>Specific directions for differentiating instruction are provided in the Differentiating Instruction Workshop Planners at the beginning of each lesson. In addition, specific support for each lesson is offered in Reteach, Challenge, Intervention Guide, and English Learner Support Guide. Also, scaffolding is found at point of use in each part of the lesson in the Monitoring Progress boxes.</p>	<p>Differentiating Instruction for Workshop planners—TE Unit 1 Lesson 2 pages T104-T108</p> <p>Online Access Card—Access Unit 4, Lesson 3, Day 2 for access to the following components:</p> <p>Reteach—pages 106-110</p> <p>Challenge—pages 96-100</p> <p>Intervention Guide—pages 321-338</p> <p>English Learner Support Guide—pages 223-225</p> <p>Monitor Progress boxes—TE Unit 1 Lesson</p>



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			2, pages T115, T123, T143, T149, T161, T174
Instructional Design	26	Guidelines for forming flexible groups based on student progress can be found in the Workshop Professional Development Guide, as well as in the Teacher's Editions of the <i>SRA Imagine It!</i> program.	TE Unit 1 pages ix-x, GS13, GS23, GS29, GS39, GS47, GS55, GS65, GS73, GS83, GS89, T8-T11, Program Appendix 66-69 Workshop Professional Development Guide, pages 1-2, 13-14
Instructional Design	30	<i>SRA Imagine It!</i> should be taught by the general education classroom teacher. This is specified at the beginning of the program in the Introduction to Grade 2, as well as in the Administrator's Professional Development Guide.	TE Unit 1 pages viii-x Administrator's Professional Development Guide page 1
Fluency	22	Info not originally provided to reviewers.	Online Access Card—Access Unit 4, Lesson 3, Day 2 for access to the following: Leveled Readers Teacher's Guide page vii tells how to identify each reading level.
Fluency	24	Students have opportunities to time themselves and graph their results.	TE Program Appendix page 26
Fluency	25	Info not originally provided to reviewers	Online Access Card—Access Unit 4, Lesson 3, Day 2 for access to the following: Leveled Readers Teacher's Guide page vi specifically tells how to pair students for partner reading. Leveled Readers for Science Teacher's Guide page v specifically tells how to pair students for partner reading.
Fluency	26	Error correction directions are included in the Program Appendix	TE Unit 1 Program Appendix page 25
Vocabulary	22	Figurative language such as similes, metaphors, and personification is taught in several different places	TE Unit 4 pages T345, T429 TE Unit 5 pages T325, T337 TE Unit 6 pages T323, T329, T339
Vocabulary	23	Students are explicitly taught to use a dictionary in several places in grade 2. Some information not originally provided to reviewers.	TE Unit 1 pages T418, T426 TE Unit 5 pages T330, T346, T354
Vocabulary	24	Several different strategies for teaching vocabulary are	TE Unit 1 pages T46-T47, T290-T291,



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		featured, including word structure, context clues, and apposition. This is done in the comprehension section. In addition, starting in unit 4, word structure is featured as a major strategy for figuring out not only the meanings of words but how to build new words.	Program Appendix pages 19-21, 28-30 TE Unit 4 pages T62-T63, T396-T397, T424-T425, T437
Comprehension	17	Effective questioning models are provided throughout to monitor students' comprehension, especially in the Comprehension Strategies section, Theme Connections at the end of a selection, and Think Links.	TE Unit 1 Program Appendix pages 27, pages 31-35 TE Unit 4 pages T 52-T57, T68-T69, T72-T73, T74, T94-T95 TE Unit 6 pages T62-T63, T64, T67, T81,T134-T137, T138, T141, T218-T221, T222, T224-T225, T249
Comprehension	20	Info not originally provided to reviewers	Online Access Card—Access Unit 4, Lesson 3, Day 2 for access to the following: Leveled Readers Teacher's Guide page vi tells how the Leveled Readers are leveled.
Comprehension	32	Scaffolding is built into the program. Teachers model at the beginning of the year, slowly turning over the responsibility for using reading strategies to students.	TE Unit 1 Program Appendix pages 31-35, 39-41